

I Love HyperDocs

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Published by *K20 Center*

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Time Frame 100–120 minutes (1–2 sessions)

Essential Question(s)

How can we incorporate great pedagogy, the best content, and meaningful technology into our classroom?

Summary

This two-hour hybrid professional development focuses on increasing cohort teachers' knowledge of HyperDocs. Cohort participants will be able to explain the purpose and structure of HyperDocs, curate educational resources for a HyperDoc, and design a HyperDoc that integrates the curated resources.

Learning Goals

- Explain the purpose and structure of HyperDocs
- Curate educational resources
- Design a HyperDoc that integrates curated resources

Attachments

- Note Catcher—I Love HyperDocs.docx
- Note Catcher—I Love HyperDocs.pdf
- Presentation Slides—I Love HyperDocs.pptx

Materials

- Note Catcher (attached; one per participant, printed or shared virtually)
- Presentation Slides (attached)
- Sticky notes
- Pen or pencil
- Computer or laptop
- WiFi

Engage

Presenter's Note: Session Prep

Prior to the beginning of the professional development, prepare all materials needed to complete the various activities. All materials are found in the attachments and/or on the materials list. For the introduction, make sure each participant has created a professional Twitter account. If you are using the digital note catcher, make sure sharing settings work for your learning environment or you have printed copies.

Begin with **slide 2**, displaying the presentation title, "I Love HyperDocs." Welcome participants and introduce yourself and your background.

Transition to **slide 3**, displaying the GEAR UP grant goals and review them with the participants.

1. Increase cohort academic performance and preparation for postsecondary education (PSE).
2. Increase high school graduation and PSE participation.
3. Increase student educational expectations and increase student and family knowledge of PSE options, preparation, and financing.

Share the essential question located on **slide 4:** *How can we incorporate great pedagogy, the best content, and meaningful technology into our classroom?*

Share the learning objectives located on **slide 5** and inform the participants that at the end of the presentation they will evaluate how well they were met.

1. Explain the purpose and structure of HyperDocs
2. Curate educational resources
3. Design a HyperDoc that integrates curated resources

What is a HyperDoc?

A HyperDoc is a digital document, like a Google Doc, where all resources are compiled into one organized location. Within this single document, students are provided with hyperlinks to all of the resources they need to complete their learning.

What Do I Do With X (formerly Twitter)?

Your participants need to create a professional educator account on X, have a standard in mind that they'd like to create a Hyperdoc for, and view any how-to resources for the platform. During this session, participants will have an opportunity to practice **microblogging**, an activity or practice of making short, frequent blog posts.

Keep in mind that not all of your participants may have experience with X before today. If this is the case, share the following resources with them to provide a little background knowledge:

- X (formerly Twitter)
- The Beginner's Guide to Twitter for Teachers in 10 Steps
- Twitter EDU
- Teacher Social Networks

Move to **slide 6**. Instruct the participants to search X using the hashtag #HyperDocs. They are going to use X as a resource to find out information about HyperDocs as well as exemplars that they can use. Instruct participants to also search for Sarah Landis and Teachers Give Teachers. While participants are searching for resources, they should "like" posts with resources they would like to collect.

X Help

When participants are searching X for resources, be sure to walk around to help facilitate or jump into your X account to share resources with your participants using the hashtags #HyperDocs and #K20GearUp. The goal here is to find resources. We will vet these resources in the next sections of this activity.

Slide 7 has information on how to "like" a post, and **slide 8** prominently displays the hashtag and profiles participants should search for.

Explore

Once your participants have had some time to search X, display **slide 9** and instruct them to visit HyperDocs Templates for Getting Started to search for template ideas.

Display **slide 10** and share the crowdsourcing note catcher that participants can use together as a group. Be prepared with a printout version of the attached **Note Catcher** handout in case participants prefer to write out the information they're researching. Have participants open their X accounts and do a deep dive into the resources they liked. In order to do this, use **slides 11–12** to instruct them to go to their X profile and click on "Like." This will bring up all posts that have been liked in the past.

Group Size

If the group is small and using a digital note catcher, consider allowing participants to all add their favorites to the same collaborative doc. This allows sharing information to be much easier since participants can already see each other's favorite finds.

Using the Note Catcher handout, participants add and organize the templates, resources, and ideas that they found and "liked." They will record the resource name and link, brainstorm possible uses for the resources, and log any additional notes that they think might be helpful or useful later on.

Inform your participants that this handout is their very own HyperDoc that will grow with them throughout this course, and which they can use as a baseline for creating their very own later on!

Once participants have had an opportunity to compile all of the resources in their note catcher, display **slide 13** and have them share their favorites on X using the hashtags *#HyperDocs* and *#K20GearUp.*

Explain

Following the directions on **slide 14**, participants must identify a standard they will be teaching and would like to build a HyperDoc around so they can begin to unpack it. Breaking apart the standard, instruct participants to write 1–2 objectives for their students. What will their students be able to do when the lesson is complete?

Standards

If your participants do not have a standard picked out yet, they can choose one from the Oklahoma Academic Standards & Assessment resource.

Facilitator's Note: Objective Writing Resources

If you find that your participants are struggling to write out their lesson objectives, direct them to one of the following lesson objective building sites: Iowa State University, Arizona State University, or UCF Objective Builder (**slide 15**).

Once your participants have written their objectives, have them refer back to their note catcher and highlight resources and ideas that they would like to use in creating a HyperDoc for their classroom.

Extend

As noted on **slide 16**, participants can use the resources they have gathered, as well as others, to create a HyperDoc for an objective or standard in their content area. Inform your participants that they are allowed to choose their own format and structure, but that their Hyperdocs should include the following:

- Title
- Objectives
- Resources
- Activities
- Reflections

Provide your participants with some working time to build their own HyperDoc. Inform them that once it is complete, they should share it on X and use the hashtags #HyperDocs and #K20GearUp.

Evaluate

Display **slide 17**. Participants use the instructional strategy called Point of Most Significance, or POMS, to reflect on this experience. On a sticky note, ask participants what the point of most significance was for them in this session. Participants may share with an elbow partner/table, or with the whole group.

Follow-up Activities

This activity is a great setup for a number of our digital resource-based professional learning activities. Others you may consider to follow this one are Unlocking Digital Citizenship; ISTE Standards and the Exquisite Educator; Interactive Classrooms for all Contents; and It's not the App, It's the Experience.

Research Rationale

HyperDocs is undergirded by the ISTE Educator and Teacher Standards (2017), which are designed to mirror the changes in the evolving technological landscape with a focus on using technology in the classroom to learn, collaborate, lead, and to empower students. The president of ISTE, Torrey Trust (2018), posits that the ISTE Standards have the potential to shape teaching and learning throughout the next decade. The ISTE Standards encourage and support teachers in becoming advocates for the use of technology to bridge the digital divide as well as empower all students to become digital citizens who positively contribute to society. ISTE Standards promote the use of diverse emerging technology tools that support student learning. Through using emerging technology tools, students can showcase their knowledge and skills in a variety of ways. Additionally, emerging technology tools can be used by teachers to collect diagnostic, formative, and summative assessment data that can be used to inform teaching and learning (Trust, 2018). The ISTE Standards provide educators a road map to help students become empowered learners who are able to thrive in our constantly evolving technological landscape. Moreover, the ISTE Standards are designed to empower student voices and ensure that learning is a student-driven process (ISTE, 2017).

Resources

- Teach Online. (n.d.). *Learning Objectives Builder*. Arizona State University. https://teachonline.asu.edu/objectives-builder/
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